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elementary algebra and geometry have their origin in hoary antiquity and have been discussed scientifically for more than twenty centuries, it was reserved for the last few decades actually to supply us with a clear insight into the nature of the foundation of mathematics. Thus, the subject of these lectures, in spite of its long history, is fresh and modern. In the second place, there are few authors who, like John Wesley Young, combine the power of clear and simple exposition with profound insight and knowledge of the subject. The result of this fortunate combination, in the present instance, is a work popular in the best sense of the word, which enables the layman to gain an adequate idea of what is meant by the foundation of mathematical science, to acquire quite a little information in regard to some of the more important parts of the superstructure, and to survey intelligently the whole field of mathematics, so far as this may be done without intensive study.

These "Lectures" were originally delivered in the summer session of the University of Illinois in 1909, and are particularly valuable to teachers of mathematics in secondary schools and colleges, as well as to all persons interested in an attempt to define the proper sphere of deductive reasoning.

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The Vocational Guidance of Youth. By MEYER BLOOMFIELD. Boston: Houghton Mifflin Co., 1911. Pp. xvi+124. \$0.60.

A daring and adolescent optimism is required if we are to believe in the possibility of realizing the aims set forth in this addition to the Riverside Monographs. In broad outline, the ideal of the advocates of systematic "vocational guidance" is to fit the annual output of impulsive, mobile American youth into those occupations which are best suited to the tastes and capacities of each boy and girl. Competent advice is to be procurable whether the student leaves school early or advances in the educational scheme. Such advice is not to be left loosely to well-meaning parents, to teachers of limited outlook, or to self-made men who began their careers as messenger boys and urge everyone to go and do likewise. The "help wanted" column of the evening newspaper is no longer to be the sole refuge for the thousands of children who throw aside their books and enter the world of wage-earning. The responsibility of the school is not to end with the teaching of subjects; the school must bridge the gap between its training and the life it is preparing for. Although the pinch of the problem at present is the taking care of the fourteen-to-sixteen-year olds who leave school at the minimum point, the adjustment of child to occupation and occupation to child is to extend to all sorts of occupations—"positions," trades, and professions; perhaps we shall be obliged to oversee the fortunes of the older boys and girls up to the early twenties. Mr. Rowntree's recent study of unemployment in York has convincing data on the after-school history of boys from families in straitened circumstances: he shows how idleness and absence of control and training result in misfits and unemployables. In high schools and colleges the problem of adjustment is no less apparent.

There are difficulties theoretical and practical. Is vocational direction within the scope of the school? Can it be done? The gauntlet of criticism must be run. There are manufacturers who still demand the dexterity of childhood under the guise of helping poor widows and offering a chance to begin at the bottom of the ladder; there are school people who contend that remoteness from future practical pursuits

is indispensable to the spiritual health of the student; there are persons who cry paternalism and reduction of family responsibility. It must be admitted that Mr. Bloomfield's book deals largely with general underlying aims and possibilities; that the results achieved in Germany, in Scotland, in England, and in the United States are relatively meager and by no means answer all our perplexities when we contemplate starting an experiment in our own town; it is certain that some advocates of this reform understand the psychology of constructiveness and the occupations more intimately than the needs of the industrial world and the good and bad social influences acting upon wage-earners. The enthusiasts for vocational adjustment are in danger of forgetting some important economic facts. If they presume to connect school and job, they are somewhat responsible for the educative character of the latter. It may be that they must advocate an increase and standardization of wages both for skilled and for unskilled labor on the ground that sufficient wages are essential if the school is to perform its function. It may be that some occupations now in good repute should be declared illegal for children, on the ground that they are dangerous to health and morals. A closer acquaintance with economic phenomena may serve to revise the arguments which some advocates of industrial training use. An increased output of goods, holding our own with the artisan of France, extending the world-market, and superior "business efficiency" are not in themselves final bases of proof. When occupational training becomes more nearly universal it is not certain that we can use the argument of steady remunerative work for all boys who will become technically proficient. Hence the necessity of social legislation to protect skilled and unskilled alike. These items add more evidence in support of those who believe that teachers should "enter politics" and become more instrumental than heretofore in shaping the curriculum and management of the school and in determining the policies of the state. A splendid consequence of the agitation in favor of vocational guidance may be that more and more we shall grow accustomed to the consideration of "progressive" legislation from the point of view of the school and that the voice of the teacher shall be distinctly heard in the land.

The writer of this volume is to be commended for holding fast to the economic environment of the city child. He contends that our methods of dealing with the difficulties of guidance must be harmonious with democratic attitudes and institutions. A system run from the top, however well adapted to other countries, will not do here. Yet he urges that democratic freedom does not imply the chaos of dumping a huge annual load of poorly prepared adolescents upon an economic order so unresponsive that it is not yet human enough for adults. Mr. Bloomfield argues that our education should give adaptability and social imagination to youth, and that the school should connect with a society so organized as to be flexible to the requirements of youth.

There are seven chapters with the following titles: chap. i, "The Choice of a Life-Work and Its Difficulties"; chap. ii, "Vocational Chaos and Its Consequences"; chap. iii, "Beginnings in Vocational Guidance"; chap. iv, "Vocational Guidance in the Public Schools"; chap. v, "The Vocational Counselor"; chap. vi, "Some Cautions in Vocational Guidance"; chap. vii, "Social and Economic Gains through Vocational Guidance." An appendix contains a selected bibliography on vocational education and guidance.

The distinction implied throughout the discussion between the ordinary employment agency and a vocational-guidance bureau operated as a part of the public-school system deserves mention. Professor Hanus, in an introductory statement,

says that "vocational guidance does not mean helping boys and girls to find work, but to find the kind of work they are best fitted by nature and training to do well. It does not mean prescribing a vocation. It does mean bringing to bear on the choice of a vocation organized information and organized common-sense." A private employment agency, as a rule, is run for profit. It is not interested in reducing unemployment. It is secondarily concerned with the ultimate welfare of its applicants; to meet an urgent immediate need of finding employment is its care. Its "follow-up" system is related to fees.

A bureau managed by public authority would have the perspective and sympathy which belong to the school. It would study and advise the child while in school; a competent counselor under the employ of the community would undertake to secure the co-operation of teacher, child, parent, and employer. Personal relations would be established, and the child's career would be directed in the years following withdrawal from school. A public bureau would have exact, comprehensive knowledge of industrial conditions and opportunities, and would adapt pupil and curriculum thereto. It would be remedial, investigatory, thorough, and anticipative of the happiness of the next generation.

It cannot be said that a satisfactory stage has been reached in the history of the vocational-guidance movement, yet the reader is impressed by the outcome of experiments in Scotland and England (chaps. iii and iv). The details of the Edinburgh plan will be illuminating to the American reader, for they, along with the material given in the reports and handbooks of the English Apprenticeship and Skilled Employment committees, show a care and elaboration of method which we have not exhibited. However, the record of the progress of the movement in Boston and other American cities is encouraging.

At this time there is needed a careful study of the situation in various localities and the working-out of methods of keeping data and handling children and employers. Things are being started in the West; it is probable that in the near future the schools of Chicago and Cincinnati will have something to contribute. Mr. Bloomfield's survey of a wide field will undoubtedly stimulate a criticism of the theory and practice of vocational adjustment and suggest experiments in communities big and little.

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All the Children of All the People: A Study of the Attempt to Educate Everybody.

By WILLIAM HAWLEY SMITH. New York: Macmillan, 1912. Pp. x+346.
\$1.50 net.

There are human beings born "long" and human beings born "short" mentally as well as physically, and the physical peculiarities are the cause of mental peculiarities. Our schools are filled with children of widely divergent powers and aptitudes, and yet we are, for the most part, still attempting to educate them all in the same things and in the same manner. Fifty years of experience have proved that this attempt is bound to result in failure. What we need is a system which will educate the individual child in the peculiar capabilities on which his life-usefulness is to be founded. "This, then, is what an education really is; namely, a training for life that will fit the individual to do well the thing he undertakes, no matter what that thing may be." The state should educate the child who is to be an artisan, a mechanic,